

**SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS  
OFFICE OF SPECIAL EDUCATION**

**Sioux Vocational Services Incorporated  
Continuous Improvement Monitoring Process Report 2002-2003**

**Team Member:** Robin Cline

**Dates of On Site Visit:** February 26 – 28, 2003

**Date of Report:** March 17, 2003

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This report contains the results of the compliance review completed by the Office of Special Education. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

<b>Promising Practice</b>	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
<b>Meets Requirements</b>	The district/agency consistently meets this requirement.
<b>Needs Improvement</b>	The district/agency has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
<b>Out of Compliance</b>	The district/agency consistently does not meet this requirement.
<b>Not applicable</b>	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

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<b>Principle 1 – General Supervision</b>
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General supervision means the school district and the agency's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

**Meets Requirements**

The reviewer found that Sioux Vocational Services Incorporated meets requirements in all areas of general supervision. Three student files were reviewed at the agency and documentation was found in all three that showed continuing involvement with the sending school districts in order to provide special education services to the students.

## **Principle 2 – Free Appropriate Public Education**

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3<sup>rd</sup> birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

### **Meets Requirements**

It is the responsibility of school districts to provide a free appropriate public education to students from birth to age 21 within their attendance boundaries. Sioux Vocational Services Incorporated then functions as the service provider to students with disabilities that are placed by the school districts. The agency meets all requirements with respect to the principle of free appropriate public education.

## **Principle 3 – Appropriate Evaluation**

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

### **Meets Requirements**

The agency meets all requirements with respect to appropriate evaluation. Evaluation timelines were consistently met, and all evaluations reviewed in the student files were sufficiently comprehensive to plan the students' educational programs.

## **Principle 4 – Procedural Safeguards**

Parents of children with disabilities have certain rights available. The school district and the agency makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

### **Meets Requirements**

Sioux Vocational Services Incorporated meets all requirements with respect to procedural safeguards. The adult/student transfer of rights was appropriately handled in all three student files reviewed. Documentation was found to support that parents had obtained guardianship for all three students.

## **Principle 5 – Individualized Education Program**

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas

addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

#### **Promising Practice**

The IEP team must consider whether the student requires assistive technology devices and services in order to benefit from his or her educational program. The agency is to be commended for their consistent use of assistive technology to make students successful in vocational pursuits. The reviewer was able to observe all three students and see assistive technology work for each student in his vocational pursuit.

#### **Meets Requirements**

Sioux Vocational Services Incorporated meets requirements with respect to IEP teams, IEP content, transition components for secondary IEPs, and IEP related issues.

#### **Out of Compliance**

##### **24:05:27:08. Yearly review and revision of individual educational programs.**

IEP team meetings must be held to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year. The review shall be conducted to determine whether the annual goals for the student are being achieved.

The IEP for one of the three students lapsed before the next IEP was written; therefore the 365-day timeline was not met. The IEP written on August 9, 2001, was not reviewed and revised until August 13, 2002.

### **Principle 6 – Least Restrictive Environment**

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

#### **Meets Requirements**

The agency meets all requirements with respect to least restrictive environment.